

DOCUMENT RESUME

ED 391 391

FL 023 567

TITLE Redesigning High School Schedules. A Report of the Task Force on Block Scheduling by the Wisconsin Association of Foreign Language Teachers.

INSTITUTION Wisconsin Association of Foreign Language Teachers, Whitewater.

PUB DATE Nov 95

NOTE 24p.

PUB TYPE Reports - Evaluative/Feasibility (142) -- Viewpoints (Opinion/Position Papers, Essays, etc.) (120)

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Access to Education; Administrative Policy; Annotated Bibliographies; Class Size; Educational Strategies; Faculty Workload; High Schools; Homework; *Instructional Effectiveness; Instructional Improvement; Intellectual Disciplines; *Scheduling; School Districts; *School Schedules; Second Language Instruction; Teaching Methods; *Time Blocks; *Time Factors (Learning)

IDENTIFIERS Wisconsin

ABSTRACT

The report examines issues in block scheduling as it affects foreign language teaching and learning. First, key questions related to block scheduling are discussed from the perspective of student learning, access, and workload. These include questions concerning the potential of block learning to improve achievement and rate of learning, to benefit all students equally, to improve student ability to compete nationally and internationally on standardized tests, to provide access to more courses, to accelerate progress to graduation, and to change homework requirements. Questions from the perspective of teachers are also addressed, including whether block scheduling can decrease teacher workload, would require teachers to change their teaching methods, or would require teachers to modify student assessment methods. Finally, issues affecting school organization are examined, including the potential effects of block scheduling on class size, students' class selection, different disciplines, sequential courses such as foreign languages, and interdisciplinary teaching. The block schedules used by 11 schools or districts around the country are listed, and the block schedules of 11 Wisconsin schools are detailed. For the latter group, contact persons are named. A 17-item annotated bibliography is also included. (MSE)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

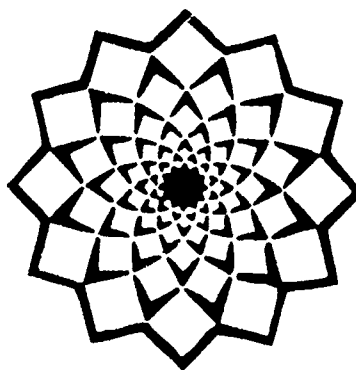
REDESIGNING HIGH SCHOOL SCHEDULES

**A Report of the Task Force on Block Scheduling
by the Wisconsin Association of Foreign Language Teachers**

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Paul
Sandrock

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) "



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☒ This document has been reproduced as
received from the person or organization
originating it.

☐ Minor changes have been made to
improve reproduction quality.

• Points of view or opinions stated in this
document do not necessarily represent
official OERI position or policy

November, 1995

REDESIGNING HIGH SCHOOL SCHEDULES

**A Report of the Task Force on Block Scheduling
by the Wisconsin Association of Foreign Language Teachers**

November, 1995

REDESIGNING HIGH SCHOOL SCHEDULES

**A Report of the Task Force on Block Scheduling
by the Wisconsin Association of Foreign Language Teachers**

"Like pilgrims in quest of the Holy Grail, we look for the curriculum or method that will get us where we want to go, to the land of excellence. And with great perseverance and unflagging good cheer, we are willing to try this or that innovation, hoping that at last we have something better than we've ever had before. ...

So the quest continues. Each year, it seems, new ideas about improving the system are brought to our attention, sometimes with great fanfare. Some of them literally scream for our attention bringing to mind the centuries-old words of the writer Baltasar Gracian, who noted that a brand new mediocrity is thought more of than accustomed excellence."

--Arthur Ellis and Jeffrey Fouts, Research on Educational Innovations.

FOREWORD

In 1994, the Wisconsin Association of Foreign Language Teachers, under the presidency of Mr. William Kean, commissioned a task force to study the implications of block scheduling on foreign language instruction. The task force's work has resulted in this document.

WAFLT wishes to thank the following foreign language educators who have contributed to this document:

O. Lynn Bolton
Kay Doran
Tami Hugo-Soto
Edward Lowry
Judith Michaels
William Peche

In acknowledgement of his thoughtful review and critique of this document, WAFLT would like to thank:

Robert M. Terry
Past-President, American Council on the Teaching of Foreign Languages
Professor of French, University of Richmond, Virginia

More information about this document may be obtained by contacting:

Donna L. Clementi
President-elect, WAFLT
Task Force Chair
Appleton West High School
610 North Badger Avenue
Appleton, Wisconsin 54914
PHONE: 414-832-6219
E-MAIL: clementi@athenet.net

A LETTER FROM WISCONSIN'S FOREIGN LANGUAGE EDUCATION CONSULTANT

Dear Reader:

In support of this report of the Wisconsin Association of Foreign Language Teachers (WAFLT) Task Force on Block Scheduling Issues, I write to urge careful reflection as you consider block scheduling and its implications for improved student learning. Evidence shows clearly that some students are succeeding well under current district practices, while some students are not succeeding. All of us in the education community want to improve the opportunities for all students to achieve their goals and realize their potential. Changing a school's daily schedule does not in and of itself improve student performance. Student performance improves when methods of instruction and assessment improve and when students and the community focus on clear goals. A changed schedule may facilitate, but does not guarantee, improved practices in curriculum, assessment, and instruction, or improvement of student learning.

This WAFLT report demonstrates a reflective approach to consideration of changes in the way that the school day is organized, especially for senior high students. Key questions to keep in mind throughout your deliberations need to be focused on students:

- * How does student learning improve as a result of this change?
- * What else needs to change in order to achieve the learner goals or in order to improve the current level of student achievement?

In examining the potential changes created by block scheduling options, the amount of instruction delivered should be monitored. If in changing a schedule less instruction occurs, it is important that other strategies to improve student performance be examined in your deliberations. The more salient question relative to scheduling becomes the following:

- * Does the schedule we are currently using need to be modified or changed in order to improve instruction, assessment, and curriculum?
- * If so, how and to accomplish what goal?

Many schools in Wisconsin, kindergarten through twelfth grade, are experimenting with new schedule configurations. Middle schools are exploring variations on interdisciplinary blocks, attempting to change the way the curriculum is organized and the way that teaching occurs. The goal is to move away from teaching subjects in isolation. Please share your experiences with the WAFLT task force members, so that your stories can be added to those of the schools included in this report. This report will assist districts that are looking at new ways to deliver instruction and new schedule configurations, by focusing the discussion on the impact on teachers, school organization, and most importantly, students.

Paul Sandrock, Consultant
Foreign Language Education
Department of Public Instruction

INTRODUCTION

Across the United States schools are seriously examining the way they operate. Scholars question whether the basic framework for educating children in the United States established over one hundred years ago can still meet the needs of today's society. Drawing attention to young people with high school diplomas who are unequipped for the jobs in today's workplace, who are less prepared for the demands of rigorous college courses than their predecessors, whose general knowledge base is inadequate for meaningful participation in their communities, leaders across the United States are demanding change. Consequently, schools are experimenting with a myriad of strategies aimed at school improvement including new criteria for assessment of teacher performance, standards-based education, school-to-work initiatives, village partnerships, site-based management, authentic assessment, shared decision-making, total quality management, interdisciplinary teaching, longer school days and longer school years, year-round school, and a restructured school day. The restructured school day and its implications for quality learning opportunities for students is the focus of this report.

In response to the criticism that traditional schools are no longer effective, many educators have concluded that one reason for this perceived ineffectiveness is a fragmented school day with too many classes and no connections from one class to another. Block scheduling has many advocates who believe it will solve this fragmentation and therefore, improve learning. The term "block scheduling" is a label given to a wide variety of alternative class schedules currently in their experimental stages across the United States. Within this diversity however, are certain key characteristics which define the concept of "block scheduling". Basic to the definition is the desire to offer more in-depth instruction by providing longer classes (80 - 110 minutes in length as opposed to the traditional 50 - 60 minute classes) which meet daily for a semester. Because all of the class periods are longer in a strict block schedule, students have only four classes per day. This allows the students to concentrate on fewer subjects at one time. It is important to note that several districts have adapted this basic definition to fit their needs but they still call their adaptation "block scheduling". One of these adaptations which is quite popular is to have classes meet in the block format on alternating days for the entire school year.

Because block scheduling has not been in place for very long, there is little data available which compares traditional high school students' test scores or other achievement data to the scores or achievement data of students who have graduated from a block-schedule high school. In the absence of hard data, professional judgment must be used to determine the viability of block scheduling and its impact on student success. This report seeks to help schools look critically at how students, teachers, and the school organization are affected when the school day is restructured.

For any change to be effective, it must be focused on those elements in the current system which are ineffective. As a first step in redesigning a high school schedule it is important to list the strengths and weaknesses of the schedule which is currently in place. Once the drawbacks or limitations of the current schedule have been identified, changes can be proposed which target these weaknesses. Any proposed changes must always be evaluated in terms of their impact on the current strengths in a schedule. Improvement in one area should not jeopardize the quality of areas identified as strengths in the current system. The discussion questions which follow are meant to help schools evaluate how proposed design changes in scheduling affect the overall quality of programming for all students.

KEY QUESTIONS RELATED TO BLOCK SCHEDULING

FOCUS: STUDENTS

1. Will student achievement improve because of block scheduling?

Several schools using a block schedule are keeping a variety of records concerning student achievement. The data collected have indicated better overall GPA for the student body, fewer failures, fewer dropouts. These are short-term results since most schools are examining less than five years of data. Longitudinal studies comparing student achievement in traditional vs block-schedule high schools are not available.

2. Will student learning increase because of block scheduling?

Teachers generally agree that less of the curriculum is taught in a block course but with a greater depth of understanding of what is taught. In courses such as foreign language which require continuous practice to maintain and increase a skill level, there are serious questions about the effect of block scheduling on student learning. Depth of understanding in beginning language courses may not be a viable trade-off for providing a wide variety of situations in which to use the language at an introductory level. Compare a beginning language student to a beginning piano student: will the beginning piano student make more progress and with greater self-satisfaction if he or she practices one song for 90 minutes every day for half a year, or if the practice time is shortened, spread out over the entire year, and includes a variety of music?

Foreign language teachers who have taught block classes for more than one year indicate that there is a significant loss of language ability for beginning and intermediate level students if they do not take a language class every semester. They also indicate that the beginning students in block classes have not been introduced to as many opportunities to use the language as students in a traditional class. They also indicate however, that students in block classes seem to have a firmer grasp of this reduced content. Advanced level language students do not seem to be affected as dramatically by block scheduling and the potential break in opportunities to use the language continuously. This is

most likely because they already have a significant amount of language firmly imprinted in their minds. Some teachers however, emphasize that in order for students to do well on college placement tests, they need to be in a language class during the second semester of their senior year when these tests are given.

3. Will all students benefit from block scheduling?

Research in learning styles indicates that all students do not learn the same way. A style which is successful for one student may be totally ineffective for another. The same logic could be applied to scheduling: some students thrive on concentrating on fewer subjects at one time. Others thrive on variety and shorter periods of concentration.

4. Will students be able to compete successfully against students from across the United States and around the world on nationally standardized tests such as ACT, AP, and college placement tests?

Block scheduling has not been in place in most schools long enough to compare scores of students who have completed their entire high school career in block scheduling to those who completed high school under traditional programming. Some language teachers in Wasson High School, Colorado, indicate that their students do not do as well on national language tests because they do not have a broad enough knowledge base. They also indicate that tutoring sessions are necessary in order for their students to succeed on college placement tests. Champlain Park, Minnesota, and Wasson High School, Colorado, have extended AP classes to 1 1/2 blocks (1 1/2 semesters) to have time to adequately prepare students for AP tests.

5. Will students have the opportunity to take more courses because of block scheduling?

When block scheduling is used to its maximum potential, student could take eight courses per year instead of six or seven courses in a traditional system. This requires a school's commitment to no study halls. There also has to be strategic placement of single-section courses so that they do not conflict with each other. Without this careful planning, students could actually be unable to take all the classes they want because the classes are offered at conflicting times.

6. Will students find fewer, the same, or more schedule conflicts as they select classes?

Traditionally as a student moves into more specialized, advanced coursework, the number of students interested in these courses diminishes. Schedule conflicts multiply when the number of single section courses increase. The size of the student body adds to this formula. A small school may not be able to offer as many single section courses as a large school because the number of potential students in these specialized courses may be too small to justify a teaching hour from a budgetary perspective. The master schedule will have to be carefully planned to maximize opportunities for students to enroll in the courses of their choice. Students will have to carefully plan their high school schedule to take advantage of all the courses in which they are interested.

7. Will students be able to graduate early under a block scheduling system?

Graduation requirements are determined by individual school districts. If schools move to a block schedule but do not change graduation requirements, the possibility to complete the required coursework by the end of the junior year exists in many districts. Schools and districts should consider if finishing high school coursework early is a desired goal.

8. Will students have more or less homework?

This question can be addressed with another question: will students complete more assignments in class rather than outside of class? If homework completed in class is one of the strategies a teacher uses to "fill" the longer class periods, the students may have less homework. If the teacher tries to maintain the same course content in block classes as in traditional classes, students may have more homework because the number of class hours in a block schedule per year is less than in a traditional schedule. To maintain the same course content, more work outside of class would be expected. In either case, students will need new

strategies to succeed under this new system. Another important consideration is how time for reflection is perceived in a block schedule. Part of the learning process is time to let an idea mature and clarify. Will this process be lost in block scheduling or be accommodated by working with fewer ideas and concepts so that this process can take place?

KEY QUESTIONS RELATED TO BLOCK SCHEDULING FOCUS: TEACHERS

1. Will the teacher workload be decreased because of block scheduling?

Preparing lessons to maximize learning for block classes requires a great deal of planning time. Teachers could have one, two, or three preparations a day depending on the number of classes they are required to teach. However, in all variations, teachers would meet with fewer students each day which would translate to fewer papers and projects to grade per day. Depending on the course requirements, if the same number of graded assignments are given during a semester block as are given in a year-long class, the teacher may have to evaluate assignments on a much shorter timeline so that students can move on to the next project quickly.

2. Will teachers have to change the way they teach?

Yes. It is simplistic to assume that a teacher spreads what is done in a 45- or 50-minute class over a 90- or 100- minute class. Techniques must be varied to keep students interested and to maintain teaching energy throughout the block class. Specialized staff training related to how to effectively use longer class periods is critical. Also, choices will need to be made in the curriculum about what to teach and what to exclude since teachers currently using the block system indicate that they are teaching fewer topics than under the traditional system. The implication is that some topics being taught in the traditional system are expendable. If all of the curriculum is deemed essential, the teacher will have to find ways to streamline teaching and create tasks which students will have to complete outside of class which will replace some classroom teaching.

In this question the issue of breadth versus depth reoccurs. To

In this question the issue of breadth versus depth reoccurs. To paraphrase foreign language students who are participants in an interdisciplinary program with strong content goals: we learned a lot of vocabulary about life in a castle but we don't know how to order food in a restaurant or talk to our friends about what we like to do. Teachers of foreign languages will have to carefully evaluate how much they want to concentrate on a particular topic, and how useful the topic is relative to the communicative goals of their students. Related to this issue is how effectively the longer block of time is used. Language learning activities which accomplish their goals in 15 minutes should not be extended to 25 or 30 minutes because there is more time available on a daily basis. In other words, foreign language classes which now typically have three to five different learning activities in a period will need six to ten different learning activities each day. Careful orchestration of these activities is imperative.

3. Will teachers have to change the way they assess student progress?

Yes, if block scheduling opens new methods of instruction and new emphases in the curricula, it seems logical that the way students are assessed would also have to change. Perhaps one of the strongest arguments in favor of longer class periods is the opportunity to use performance-based assessment effectively. Good assessment tools should be designed to be part of the students' learning experience in the classroom. The assessment tasks should allow students to demonstrate and share with each other what they know and are learning. The assessment tasks must be carefully designed to show the depth of understanding which students acquire with this concentrated classtime. Creation of effective assessment tasks should be done collaboratively among teachers. Changing the way student progress is assessed requires teacher training and significant time to create worthwhile assessment tasks.

KEY QUESTIONS RELATED TO BLOCK SCHEDULING

FOCUS: SCHOOL ORGANIZATION

1. Will class size be affected by block scheduling?

When classes increase in size, the quality of instruction suffers. Dr. Maria Steen of Colorado states, "The number of students per class is definitely relevant to the successful implementation of the block....It was important that all students be well immersed in the session and that they have the proper attention and participation to succeed."

In addition to considering how large classes should be in a block-schedule system, schools must also consider what their minimum numbers might be in order to run a course. One of the aspects of block scheduling is more options for students--this also means that students are spread out over more options. With too many specialized courses, it is possible that several of them would have to be dropped because of low enrollments. The size and financial situation of the school will help determine how many options can realistically be offered to students.

2. Will all students be able to select a full schedule of classes?

If all students in a traditional high school schedule moved to block scheduling with all blocks filled, more classes would have to be offered, which has budgetary implications for a school. In some schools, such as Holmen, Wisconsin, the schedulers found it impossible to make full schedules for all students. They now require all students to take one study hall a year to resolve the scheduling conflicts.

3. Will all courses benefit from longer periods of instruction?

More time in class on task can result in greater depth of understanding. More time can result in more varieties in ways to learn. This needs to be balanced with serious examination of whether more time will be used effectively on a daily basis. There are concepts, skills, tasks which require a maturing process or practice over time. How often is a new idea presented to us which requires us to go home and think about it for a few days? What is the difference between cramming the night before a test and studying over several days? The value of more intense study over a shorter period of time versus more systematic study over a longer period of time needs to be evaluated carefully by each discipline.

4. Will sequential courses such as foreign language require special scheduling considerations?

Many foreign language teachers who are currently teaching in the block system state that first and second year language courses need to be back-to-back for students to be successful. After second year there are mixed comments about the effects of gaps which may occur between intermediate and advanced language classes. Teachers acknowledge that there is a notable difference at the beginning of a course between those students who are in the class immediately following another language class and those who have been away from the language for 9 or 12 months depending on when they re-enter the program.

The high school which is considering block scheduling must also consider its feeder programs in language from elementary and middle schools. Courses must be offered which allow students to continue their sequence of language study with the idea that there will be courses available for these students during all four years of high school so that they are well-prepared for post-high school options.

5. Will interdisciplinary teaching be facilitated by block scheduling?

Interdisciplinary teaching is not as dependent on the daily schedule as it is on common planning time among teachers. The schedule itself neither facilitates nor denies interdisciplinary teaching. To move to block scheduling and still allow teachers and students to meet daily all year long, some schools have paired two subjects such as English and History into one block. Some subjects lend themselves to this type of pairing, others do not. In considering the interdisciplinary possibilities block scheduling might provide, it is necessary to determine if four blocks a day enhances opportunities for teachers from various disciplines to work together or limits these options. With less instructional time, it is valid to question how protective teachers will be of their classtime in order to meet the curricular goals of the school or district.

SAMPLE BLOCK SCHEDULES

- 1. SCHOOL:** Masconomet Regional High School, Boxford, MASSACHUSETTS
(source: Phi Delta Kappan, October, 1994)

SCHOOL YEAR: 3 trimesters - 60 days per trimester

DAILY SCHEDULE: Mornings = two 100-minute classes per trimester

Lunch

Afternoons = traditionally scheduled electives,
seminars

- 2. SCHOOL:** Badger High School, Lake Geneva, WISCONSIN 53147-2499
(source: Dawn Nelson, Spanish teacher, 414-248-6243)

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Mon, Thurs, Fri = eight 45-minute classes

Tues = four 90-minute blocks (hours 1,2,3,4)

Wed = four 90-minute blocks (hours 5,6,7,8)

- 3. SCHOOL:** Oak Ridge High School, El Dorado Hills, CALIFORNIA 95762
(source: Carol Pomares, Spanish teacher, 916-933-6960)

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Mon = six 55-minute classes

Tues, Thurs = three 118-minute blocks (hours 1,3,5)

Wed, Fri = three 118-minute blocks (hours 2,4,6)

4. **SCHOOL:** Holmen High School, Holmen, WISCONSIN
(source: Jerry Binder, Assistant Principal, 608-526-3372)

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Mon, Tues, Thur, Fri = four 90-minute classes

Wed = four 75-minute classes
one 60-minute activity period between lunch
and period 4

5. **SCHOOL:** Model proposed by Robert Lynn Canady & Michael D. Rettig
(source: Phi Delta Kappan, December, 1993)

SCHOOL YEAR: 3 trimesters - two trimesters of 75 days
one trimester of 30 days

DAILY SCHEDULE: (75-day trimesters) three 112-minute classes
one 45-minute class

(30-day trimester) mornings = community service
or an elective

afternoons = one 45-minute class
one 112-minute class

6. **SCHOOL:** Model proposed by Robert Lynn Canady & Michael D. Rettig
(Source: Phi Delta Kappan, December, 1993)

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: (Alternating days schedule)

Day 1 = one 104-minute class (period 1)
three 50-minute classes (periods 3,4,5)
one 104-minute class (period 7)

Day 2 = one 104-minute class (period 2)
three 50-minute classes (periods 3,4,5)
one 104-minute class (period 6)

7. SCHOOL: Mount Vernon High School, Alexandria, VIRGINIA 22309

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: (Alternating days schedule)

Day 1 = three 103-minute classes (periods 1,3,7)
one 64-minute class (period 5)

Day 2 = three 103-minute classes (periods 2,4,6)
one 64-minute class (period 5)

8. SCHOOL: Brentwood Schools, Brentwood, MISSOURI 63144

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: (Alternating days schedule)

Day 1 = four 100-minute classes (periods 1,2,3,4)
one 50-minute lunch/resource period

Day 2 = four 100-minute classes (periods 5,6,7,8)
one 50-minute lunch/resource period

9. SCHOOL: Atlee High School, Hanover County, VIRGINIA

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Mon, Wed = three 110-minute classes (periods 1,3,6)
one 110-minute lunch/period 5 comb.

Tue, Thur = three 110-minute classes (periods 2,4,7)
one 110-minute lunch/period 5 comb.

Friday = seven 55-minute classes

10. SCHOOL: Reynoldsburg High School, Reynoldsburg, OHIO 43088-3698

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Some courses meet for 100 minutes daily for 90 days. Some courses meet for 50 minutes daily for 180 days. Most departments have courses in both categories.

11. SCHOOL: Wasson High School, Colorado Springs, COLORADO 80909

SCHOOL YEAR: 2 semesters - 90 days per semester

DAILY SCHEDULE: Four 90-minute classes/day each semester. Some blocks combine English/Social Studies or Math/Science so that these blocks can meet all year. These blocks have 2 instructors (one from each discipline).

AP courses run for 1 1/2 blocks (1 1/2 semesters). For the other 1/2 semester the students take a subject-related elective (example: AP American History students take Economics for 1/2 semester).

WISCONSIN DISTRICTS WITH VARIATIONS ON BLOCK SCHEDULING

SCHOOL	LOCATION	SCHEDULE	CONTACT
Badger HS	220 South Street Lake Geneva, WI 53147	8 periods M,T,F; 4 periods (1-4 on Tues., 5-8 Wed.)	Dawn Nelson Spanish teacher 414-248-6243
Beloit Memorial HS	1225 4th Street Beloit, WI 53511	Four periods daily; foreign language offered every other day, yearlong	Lynn Hanson Foreign Language Department Chair 608-364-6140
Clayton HS	PO Box A Clayton, WI 54004-0007	8 periods M,W,F; 4 periods (odds, evens) T,TH	715-948-2163
Delavan-Darien HS	150 Cummings St. Delavan, WI 53115	Modular scheduling, integrated instruction in grade 9	Linda Eaton Foreign Language Department Chair 414-728-3451
Eleva-Strum HS	Rt 1, Box 500 Strum, WI 54770-9721	Four periods daily	James Tocko Principal 715-695-2696
Gilmanton HS	PO Box 28 Gilmanton, WI 54743-0028		Peter Klas Principal 715-946-3158
Glidden School	PO Box 96 Glidden, WI 54527		James Dohm District Administrator 715-264-2141
Holmen HS	1001 McHugh Road Holmen, WI 54636	Four periods meet daily for one semester	Carrie Bergum Spanish teacher 608-526-3372
Plymouth HS	125 Highland Avenue Plymouth, WI 53073	17 modules each day, classes usually last 2 modules	Susan McFarland Asst. Supt. 414-893-6911
Viroqua HS	Blackhawk Drive Viroqua, WI 54665	Four periods meet daily for one semester	Patricia Biebl Spanish teacher 608-637-3191

10/13/95 Wisconsin DPI

ANNOTATED BIBLIOGRAPHY

"Restructuring to Improve Student Performance" by Clarence M. Edwards, Jr.
NASSP Bulletin, v77 n553, p77-88, May 1993.

Almost every U.S. high school uses six- or seven-period schedules, requiring students to cope daily with numerous teachers, sets of class rules, and homework assignments. If students and teachers worked with fewer classes and fewer people each day, they could focus more time and energy on improving instruction and increasing learning. The article describes a four-period day that meets graduation requirements.

"Parallel Block Scheduling: An Alternative Structure" by Robert Lynn Canady and Joanne M. Reina.
Principal, v72 n3, p 26-29, January 1993.

A major organizational change is necessary to promote more equitable and effective instructional grouping schemes in schools. A palatable restructuring alternative that combines effective grouping with the flexibility to meet each school's needs is parallel block scheduling. This system capitalizes on teachers' strengths, promotes greater mixing of students, and provides uninterrupted direct instruction in critical subject areas.

"Parallel Block Scheduling: A Better Way to Organize a School" by Robert Lynn Canady.
Principal, v69 n3, p 34-36, January 1990.

Genuine school reform demands the redistribution of staff, space, and time within individual schools. Parallel block scheduling lets each teacher work with smaller groups of students daily. Sample scheduling and reading placements are provided.

"Cut Class Size in Half without Hiring More Teachers" by R. Lynn Canady and A.Elaine Fogliani.
Executive Educator, v11 n8, p 22-23, August 1989.

The authors explain parallel block scheduling, a technique that integrates critical reading and mathematical instruction with pullout programs and splits classes in half without increasing teaching staff. Details benefits, such as better use of instructional time, protection of student privacy, and easier teacher workloads.

"The Copernican Plan Evaluated: The Evolution of a Revolution" by Joseph M. Carroll.
Phi Delta Kappan, October 1994, pages 105 - 113.

The Copernican Plan advocates classes taught in much longer periods (90 minutes, 2 hours, or 4 hours per day) and for only a portion of the school (30 days, 45 days, 60 days, or 90 days). "The schedule change is not an end in itself but a means to create a classroom environment that fosters vastly improved relationships between teachers and students and provides much more manageable workloads for both teachers and students...The Copernican Plan proposes other changes as well: evaluation based on a mastery credit system, individual learning plans, multiple diplomas, and a new credit system with two types of credits, and the dejuvenalizing of our high schools." The article continues with a discussion of a 2-year study of seven high schools who adopted the Copernican Plan.

"To Teach Responsibility, Bring Back the Dalton Plan" by June Edwards.
Phi Delta Kappan, v72 n5, p 398-401, January 1991.

The Dalton Plan, developed by Helen Parkhurst in the 1920s, completely restructured the secondary school day into subject labs, with students determining their daily schedules. Eschewing the usual bell-driven, factory worker model, this approach abolished traditional classrooms and homework and allowed students to select monthly contracts and daily assignments.

"Are Longer Classes Better?" by Scott Willis.
ASCD Update, v35 n3, March 1993.

Willis discusses the advantages of longer classes at LV Rogers Secondary School in Nelson, British Columbia. He also summarizes the work done by Joseph M. Carroll at Masconomet Regional High School in Boxford, Massachusetts.

"Unlocking the Lockstep High School Schedule" by Robert Lynn Canady and Michael D. Rettig.
Phi Delta Kappan, December 1993.

Three different models of scheduling are proposed to help high schools break out of the traditional seven-period day. Reasons for implementing each schedule are included.

"Teaching Foreign Language on the Block" by Maria Sergia Steen, Ph.D.
CCFLT Spring Conference Proceedings, March, 1992.

The reasons why Wasson High School, Colorado, moved to a block system are presented. The concerns voiced by teachers and parents are also listed and how these concerns have been addressed. Steen concludes with positives and negatives for teachers and students who are part of a block system.

"Block Schedules: Building the High School of the Future" by Roger Schoenstein.

Virginia Journal of Education, December, 1994.

Schoenstein, a Latin teacher in Wasson High School, Colorado, answers commonly asked questions about block scheduling and its impact on foreign language instruction. Topics include methodology, student achievement, articulation, and curriculum changes.

"The Master Schedule and Learning: Improving The Quality of Education" by Carol A. Kruse and Gary D. Kruse.

NASSP Bulletin, v79 n571, p1-8, May 1995.

The authors discuss the tradition of the master schedule in high schools. They state that schedules should be developed to reflect how people learn, focusing on how to develop thinking skills instead of recall and recognition.

"Block Scheduling: A Means to Improve School Climate" by Daniel C. Buckman, Bonnie Besten King, and Sheila Ryan.

NASSP Bulletin, v79 n571, p9-18, May 1995.

Two high schools in Orlando, Florida, changed to a block schedule with three 112-minute classes per day which met every other day all year long. At the conclusion of the first year Colonial High School reported dramatic improvements in attendance, fewer suspensions, fewer disciplinary infractions, and higher grades. The school climate in both schools was improved.

"Flexible Block Scheduling: It Works For Us!" by A. Leroy Huff

NASSP Bulletin, v79 n571, p19-22, May 1995.

Scotland County R1 High School in Memphis, Missouri, adopted a flexible block schedule in 1991 where classes meet for 94 minutes every other day. Huff lists nine advantages he has seen in his school as a result of block scheduling.

"Virginia's 4 x 4 High Schools: High School, College, and More" by
Clarence M. Edwards, Jr.
NASSP Bulletin, v79 n571, p 23-41, May 1995.

Edwards suggests changes which need to be made in high school schedules in order to meet the needs of the twenty-first century. He proposes different models of career pathways around which high schools should be structured. These pathways would lead to different types of diplomas. Block scheduling would facilitate this type of restructuring in the high schools.

"The Hybrid Schedule: Scheduling to the Curriculum" by Gerald L. Boarman
and Barbara S. Kirkpatrick.
NASSP Bulletin, v79 n 571, p42-52, May 1995.

Boarman and Kirkpatrick have developed a hybrid schedule for their high school in Maryland which meets the needs of all curricular areas. Some classes meet for 2 class periods per day and some meet for one period each day depending on the instructional goals of the course. Benefits of this type of programming are listed.

"What Can We Expect To See in The Next Generation of Block Scheduling?" by Thomas L. Shortt and Yvonne Thayer.
NASSP Bulletin, v79 n571, p53-62, May 1995.

The authors list issues related to block scheduling which need to be addressed before we continue to program students in this fashion. Efficient use of time is also discussed. The authors note that teachers will also need additional training in order to use the block schedule to its greatest advantage.

"Time", a video from the NEA Professional Library, 1995.

The video focuses on Wasson High School in Colorado Springs, Colorado. Students and teachers are interviewed about block scheduling.